

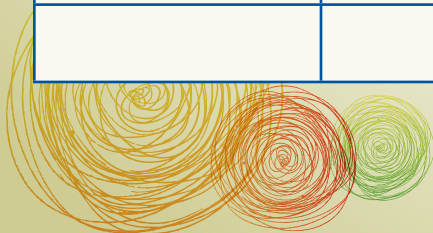


# Michigan's Teaching Strategies Gold to DIBELS Crosswalk




The following table allows educators to connect one of the regularly used non-required diagnostic classroom assessments to Michigan's Kindergarten Entry Assessment (KEA). The columns labeled GOLD Dimensions, Objectives, and Progressions contain Michigan-specific skills that are assessed by the KEA. The other columns contain information about skills specific to the other assessment, as labeled. Rows without any information indicate areas where the KEA Objective, Dimension, or Progression are not assessed in DIBELS.

MI Teaching Strategies Gold			Dynamic Indicators of Basic Early Literacy Skills (DIBELS)			
Gold Objective	Gold Dimension	Gold Progression	Basic Early Literacy Skill Text	DIBELS Assessment Text	Grade Level Assessed	Skills Assessed
Demonstrates phonological awareness	Notices and discriminates rhyme	Joins in rhyming songs and games				
		Fills in the missing rhyming word; generates rhyming words spontaneously				
		Decides whether two words rhyme				
		Generates a group of rhyming words when given a word				
	Notices and discriminates alliteration	Sings songs and recites rhymes and refrains with repeating initial sounds				
		Shows awareness that some words begin the same way				
		Matches beginning sounds of some words				
		Isolates and identifies the beginning sound of a word	Phonemic Awareness	Phoneme Segmentation Fluency (PSF)	K-1	Says first sound in word
	Notices and discriminates smaller and smaller units of sound	Hears and shows awareness of separate word in sentences				
		Hears and shows awareness of separate word in sentences				





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Gold Objective	Gold Dimension	Gold Progression	Basic Early Literacy Skill Text	DIBELS Assessment Text	Grade Level Assessed	Skills Assessed
		Verbally separates and blends onset and rime	Phonemic Awareness	Phoneme Segmentation Fluency (PSF)	K-1	Says onset and rime
Demonstrates phonological awareness	Notifies and discriminates smaller and smaller units of sound	Verbally separates and blends individual phonemes in words	Alphabetic Principle and Basic Phonics	Nonsense Word Fluency (NWF)	K-2	Blends sounds in words to read whole word
Demonstrates knowledge of the alphabet	Identifies and names letters	Recognizes and names a few letters in own name	Letter Naming	Letter Naming Fluency (LNF)	K-1	Names Letters of the alphabet
		Recognizes as many as 10 letters, especially those in own name	Letter Naming	Letter Naming Fluency (LNF)	K-1	Names Letters of the alphabet
		Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order	Letter Naming	Letter Naming Fluency (LNF)	K-1	Names Letters of the alphabet
		Identifies and names all upper- and lowercase letters when presented in random order	Letter Naming	Letter Naming Fluency (LNF)	K-1	Names Letters of the alphabet
	Uses letter-sound knowledge	Identifies the sounds of a few letters	Alphabetic Principle and Basic Phonics	Nonsense Word Fluency (NWF)	K-2	Matches letters and sounds
		Produces the correct sounds for 10-20 letters	Alphabetic Principle and Basic Phonics	Nonsense Word Fluency (NWF)	K-2	Matches letters and sounds
		Shows understanding that a sequence of letters represents a sequence of spoken sounds	Alphabetic Principle and Basic Phonics	Nonsense Word Fluency (NWF)	K-2	Matches letters and sounds
Uses letter-sound knowledge	Uses letter-sound knowledge	Applies letter-sound correspondence when attempting to read and write	Alphabetic Principle and Basic Phonics	Nonsense Word Fluency (NWF)	K-2	Matches letters and sounds
Demonstrates knowledge of print and its uses	Uses print concepts	Shows understanding that text is meaningful and can be read				
		Indicates where to start reading and the direction to follow				
		Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation				



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Gold Objective	Gold Dimension	Gold Progression	Basic Early Literacy Skill Text	DIBELS Assessment Text	Grade Level Assessed	Skills Assessed
		Matches a written word with a spoken word but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line				
Comprehends and responds to books and other texts	Interacts during read-alouds and book conversations	Contributes particular language from the book at the appropriate time				
		Asks and answers questions about the text; refers to pictures				
		Identifies story-related problems, events, and resolutions during conversations with an adult				
Comprehends and responds to books and other texts	Interacts during read-alouds and book conversations	Reconstructs story using pictures, text, and props; begins to make inferences and draw conclusions	Reading Comprehension	Retell Fluency	1-3	Retells what has just been read
	Uses emergent reading skills	Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues				
		Pretends to read, using some of the language from the text; describes the action across the pages, using pictures to order the events; may need prompts from adult				
		Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation				
		Tries to match oral language to words on page; points to words as reads ; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print				





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Gold Objective	Gold Dimension	Gold Progression	Basic Early Literacy Skill Text	DIBELS Assessment Text	Grade Level Assessed	Skills Assessed
	Retells stories	Retells some events from familiar story with close adult prompting	Reading Comprehension	Retell Fluency	1-3	Retells what has just been read
		Retells familiar stories, using pictures or props as prompts	Reading Comprehension	Retell Fluency	1-3	Retells what has just been read
		Retells a familiar story in proper sequence, including major events and characters	Reading Comprehension	Retell Fluency	1-3	Retells what has just been read
Comprehends and responds to books and other texts	Retells stories	Retells stories with many details about characters, events, and storylines				
Demonstrates emergent writing skills	Writes name	Scribbles or marks				
		Controlled linear scribbles				
		Mock letters or letter-like forms				
		Letter strings				
		Partially accurate name				
		Accurate name				
	Writes to convey meaning	Scribbles or marks				
		Controlled linear scribbles				
		Mock letters or letter-like forms				
		Letter strings				
		Early invented spelling				
		Late invented spelling				

